

History Teaching Overview 2021 - 22

Year Group /Class	Term	History objectives covered	Topic / How objective is covered
Year 1 Pandas	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 Turtles	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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<p>Year 2 Caterpillars</p>	<p>Autumn Term</p>	<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 – Rosa Parks & Captain Thomas Moore</p> <p>The Gun Powder Plot</p>
	<p>Spring Term</p>	<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>
	<p>Summer Term</p>	<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>
<p>Year 3 Butterflies</p>	<p>Autumn Term</p>	<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>
	<p>Spring Term</p>	<p>Pupils should be made aware that history takes many forms, including cultural, economic, military, political, religious and social history</p>	<p>Rainforest</p>
	<p>Summer Term</p>	<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>	<p>Stone Age to Iron Age</p>

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		Stonehenge; Iron Age hill forts: tribal kingdoms, farming, art and culture	
Year 3/4 Meerkats	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>	Gladiators, are you ready? Romans
	Spring Term		A Force to be Reckoned With

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		Pupils should be taught 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>	Egyptians
	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 Foxes	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</p>	Gladiators, are you ready? Romans

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		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.	
	Spring Term		Force to be Reckoned With
		Pupils should be taught 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>	Egyptians
	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 Polar Bears	Autumn Term	Pupils should be made aware that history takes many forms, including cultural,	WW2

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		<p>economic, military, political, religious and social history.</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	
		Geography based topic	Frozen Kingdom
	Spring Term	Geography based topic	Fantasy Land J.R.R Tolkien
		Geography based topic	Artists & Architects
	Summer Term	<p>Pupils should be taught about the ancient civilisations of Greece and Rome.</p> <p>Ancient Greece - a study of Greek life and achievements and their influence on the western world.</p>	Ancient Greeks
		<p>Pupils should be taught about key dates, events and significant individuals (and space).</p>	Through the Telescope
Year 5/6 Eagles	Autumn Term	<p>Pupils should be made aware that history takes many forms, including cultural, economic, military, political, religious and social history.</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	WW2
		Geography based topic	Frozen Kingdom
	Spring Term	Geography based topic	Fantasy Land J.R.R Tolkien
		Geography based topic	Artists & Architects
	Summer Term	<p>Pupils should be taught about the ancient civilisations of Greece and Rome.</p>	Ancient Greeks

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		Ancient Greece - a study of Greek life and achievements and their influence on the western world.	
		Pupils should be taught about key dates, events and significant individuals (and space).	Through the Telescope
Year 6 Sea lions	Autumn Term	Pupils should be made aware that history takes many forms, including cultural, economic, military, political, religious and social history. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	WW2
		Geography based topic	Frozen Kingdom
	Spring Term	Geography based topic	Fantasy Land
		Geography based topic	Artists & Architects
	Summer Term	Pupils should be taught about the ancient civilisations of Greece and Rome. Ancient Greece - a study of Greek life and achievements and their influence on the western world.	Ancient Greeks
		Pupils should be taught about key dates, events and significant individuals (and space).	Through the Telescope

- 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.

(Taught on a two year rolling cycle- The Mayans)