



Danegrove Primary School

History Overview by Year Group



Repeated Themes: Women's role in society (WIS), the experiences of children (C), architecture (A), travel (T), arts & culture and governance (ACG), food and farming (FF)

The study of history ignites children's curiosity about the past in Britain and the wider world. Through finding out about how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present. History enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through history can influence their decisions about personal choices, attitudes and values. At Danegrove, our intent, when teaching history, is to stimulate the children's curiosity in order for them to develop their knowledge, skills and understanding.

Year Group	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Begin to make sense of their own life story and family history, through looking at baby photos and pictures of special events Be familiar with vocabulary that shows the passing of time, today, yesterday, tomorrow		Listen to stories about past event and characters, jazz music and Marianne North (botanist) Be familiar with vocabulary that shows the passing of time, week, month, long ago, now, when, what		Listen to stories about past event (development of the bicycle) Be familiar with vocabulary that shows the passing of time, recent memory, remember, when, what	
Year 1	My Family History To be able to identify and describe similarities and differences between my own life and those of a grandparent (C) To be able to identify and describe similarities and differences between our own experience of school and a grandparents' experience (C)		Toys - Past & Present To be able to identify and describe similarities and differences between the toys we play with and the toys grandparents played	Natural World Dinosaurs (including dinosaurs and explorers) (Predominantly a Geography based topic) Learn about events beyond living	Seas and Oceans – Seasides (Predominantly a Geography based topic) Find similarities and differences between ourselves and people from the past Compare what it was like to visit the seaside in the past to what it is like now.	

	<p>To learn about how my school has changed through simple observations of artefacts, stories and photographs</p> <p>To place pictures of the school on a timeline</p>	<p>with when they were children (C)</p> <p>To understand how the materials from which toys are made have changed over time</p> <p>To identify old and new toys from images</p> <p>To understand how children's books have changed over time (C)</p> <p>To explore photographs of museum toy artefacts and identify whether they are old or new</p> <p>To use digital equipment to take photographs</p> <p>To write labels to accompany a photograph of a toy</p>	<p>memory that are significant nationally or globally</p> <p>Find out about the life and work of Mary Anning</p> <p>Explain how we know about the past</p> <p>To be able to gather information from texts</p> <p>To be able to give some reasons for particular events and changes in prehistoric time</p> <p>Place dinosaurs on timeline</p> <p>Find out about what other plants and animals existed at the time of the dinosaurs</p>	<p>Explain the changes and discuss preferences</p> <p>Sort artefacts into then and now</p> <p>Order familiar events on a timeline</p> <p>To show knowledge and understanding about the past in different ways: role play, oral recounts/discussions, drawing, making, writing, digital media.</p> <p>Understand and use the words past and present, a long time ago, decade, century when telling others about an event.</p> <p>To find out about the significance of the lifeboat rescue of Grace Darling</p>
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			To share knowledge of old and new toys and books with others		
Year 2	<p>You, Me and We</p> <p>To create a timeline of history in my local area</p> <p>To investigate how my local area has changed over time</p>	<p>Monarchy</p> <p>To learn what the monarchy is and the qualities needed to be a good monarch</p> <p>To create a timeline of significant British monarchs</p>	<p>Monarchy</p> <p>To learn what a family tree is</p> <p>To study the family tree of British monarchs</p> <p>To learn about reliable sources of information</p> <p>Compare the lives of Queen Elizabeth I and Queen Victoria I</p>	<p>Famous for more than five minutes</p> <p>To explore the similarities and differences between historical figures and to consider whether they have the qualities needed of a hero or heroine</p> <p>To be inspired by real people's lives</p> <p>To understand that the story of Rosa Parks/Emily Davison holds global significance.</p> <p>To be able to express opinions on the story of Rosa Parks/Emily Davison</p> <p>To learn about and understand the role and importance of</p>	<p>London</p> <p>How did London Change after the Great Fire?</p> <p>To locate London, think about our location in relation to London (distance and size) and name London as the capital city of England</p> <p>To explain why it is an important event when the capital city was as devastated as London was</p> <p>To compare images of London now and in 1666 and discuss the consequences of the fire</p> <p>To place 1666 on a long-term timeline and understand it as part of our long-term chronological history</p> <p>To order the events of the Great Fire</p> <p>To understand different sources of information, both written and visual</p> <p>To consider eye witness accounts</p>

				<p>Nelson Mandela and Martin Luther King</p> <p>To understand that our lives are connected with the lives of others</p> <p>To learn about, analyse, and make a timeline of key developments and people associated with print communication</p>	<p>To understand how the modern fire service works and how this has impacted on fighting fires now</p> <p>Use historical words and phrases to indicate the passing of time: before, after, past, present, recently, decade, century, evidence, artefacts</p> <p>To know the difference between fact and fiction in stories.</p>
Year 3	<p>You, Me and We</p> <p>To create a timeline of history in their local area</p>	Parks	Transport	<p>Rocking Through the Ages: Stone Age to the Iron Age</p> <p>To carry out a simulated archaeological investigation to learn how we know about the prehistoric past.</p> <p>To debate what the results of the simulated excavation mean</p>	<p>Ancient Egypt</p> <p>To place the Ancient Egyptians on a timeline of other ancient civilisations & British history</p> <p>To establish what society was like in Britain during the Ancient Egyptian civilisation</p> <p>To write labels for a world history timeline and write a description of society in Britain in 3000 BCE</p> <p>Understand that the Ancient Egyptians wrote in hieroglyphs and simplified versions such as demotic & hieratic scripts</p>

				<p>To start making a timeline of prehistory and find out the main periods</p> <p>To learn the meaning of prehistoric period names</p> <p>To investigate the role of women during the Stone and Iron Ages</p> <p>To investigate the role of children during the Stone and Iron Ages</p> <p>To investigate how people survived in the Stone Age</p>	<p>Appreciate that once hieroglyphs were translated Egyptologists were able to find out a lot more about the Ancient Egyptians</p> <p>Understand that hieroglyphs represent the sounds that make up words</p> <p>Research and make notes on the life of Jean François Champollion</p> <p>Write a biography or fact file about Champollion</p> <p>To describe the structure and layout of an Ancient Egyptian house and garden</p> <p>To understand the significance of water in Ancient Egyptian gardens</p> <p>To understand the lack of perspective in Ancient Egyptians painted depictions of gardens</p> <p>To understand Cleopatra's influence on Egyptian culture</p> <p>To study the role of children in Egyptian society, including that of Tutankhamun</p>
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<p>Year 4</p>	<p>You, Me and We</p> <p>Analyse clues from the past and conclude my findings</p> <p>To create a timeline of history in my local area</p>		<p>Sport is a part of society: How and Why?</p> <p>To understand how sports have developed over time</p> <p>To compare and contrast sports over time</p> <p>To learn about the emergence of the Paralympics</p> <p>To compare and contrast the modern and Ancient Greek Olympics</p>	<p>The Romans</p> <p>Begin to understand the chronology of the founding of Rome within western history</p> <p>To understand that one way we know about the past is from stories</p> <p>To study and name to Roman Gods</p> <p>To understand the historical and cultural development of art forms (mosaics)</p> <p>To understand how knowledge of the past is constructed from a range of sources</p> <p>To learn about the Roman Empire and its impact/Romanisation of Britainna</p>	<p>Anglo Saxons & Scots</p> <p>To understand that Britain has been invaded and settled numerous times and place these into context</p> <p>To discuss and understand the meaning of the terms ‘invaders’ and ‘settlers’</p> <p>To understand how groups of Anglo-Saxons decided where to start settlements in Britain by considering both the local environment and the wider environment</p> <p>To take into account the needs of individuals and communities when planning a new settlement</p> <p>To understand that several different tribes invaded Britain after the Romans left in the early 5th century</p> <p>To understand that Britain was a suitable place to settle and to use maps to show where the tribes came from originally</p> <p>To empathise with the different classes in Anglo-Saxon society; To compare Anglo-Saxon society with today’s way of life</p>
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				on the roman way of life.	
Year 5	<p>You, Me and We</p> <p>To compare maps of their local area and spot changes over time</p>	<p>Adverting: How and WHY?</p>		<p>Anglo Saxons V Vikings: Who was more powerful?</p> <p>To compare the achievements of The Anglo-Saxons and The Vikings</p> <p>To understand that Britain has been invaded and settled numerous times and place these into context</p> <p>To understand how groups of Anglo-Saxons decided where to start settlements in Britain by considering both the local environment and the wider environment.</p> <p>To take into account the needs of individuals and</p>	<p>Chocolate Inc Mayan Civilisation</p> <p>To establish a chronological context of the Maya</p> <p>To research the legacy of the Maya culture in their modern countries To explain how the Maya civilisation ended but the Maya people still live in Meso-America</p> <p>To look at Maya codices, their importance and what they contained</p> <p>To find out what trade goods Maya people moved around</p> <p>To understand the basic structure and layout of a Maya settlement</p> <p>To study and understand the nature and importance of temple-pyramids in the Maya community</p> <p>To learn about childhood in Maya society</p> <p>To learn about the foods eaten in the Maya community.</p>

				<p>communities when planning a new settlement</p> <p>To understand why many Anglo-Saxon settlers came to Britain and to describe their farming methods.</p> <p>Contrast the diet of Anglo-Saxon settlers with what we eat today and design a meal for an Anglo-Saxon family</p> <p>To describe a day in the life of an Anglo-Saxon man, woman or child and discuss and prepare a set of rules for an Anglo-Saxon board game</p> <p>To understand the Anglo-Saxon system of recompense (wergeld/ wergild) and describe the types of punishment given to criminals</p>	<p>To research Maya clothing, headdresses and hairstyles</p> <p>To understand the role of women in Maya society.</p>
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Year 6	You, Me and We	<p>Children in conflict: How and Why?</p> <p>To define the term conflict</p> <p>To understand both sides of conflict and how it may be resolved</p> <p>To interpret and analyse evidence of conflict in my local area</p>	<p>Children in conflict: How and Why?</p> <p>To compare two periods of conflict for children in Great Britain</p> <p>To understand that children are still involved in conflict in the 21st Century and how it impacts their lives today</p>	<p>London - What a difference 50 years makes! 1950 – 2000</p> <p>To create a decade-by-decade understanding of the changes experienced by Londoners following the end of WW2</p> <p>To investigate reasons for population changes in London, including immigration and the</p>	<p>Ancient Greece</p> <p>To find out about the four main time periods of the Greek Empire</p> <p>To research and understand more about the Minoan and Mycenaean civilization, including some of the mysteries surrounding them and their eventual decline</p> <p>To research and understand more about the establishment of city-states during this period</p> <p>To understand more about the lives and experiences of the Greek people during the period, particularly the experience of</p>

				<p>creation of diverse communities (Windrush)</p> <p>To research the creation of The Welfare State and the effect it has had on lives in London</p> <p>To know what effects that advancements in technology have had on daily life, including transport links and communication</p> <p>To understand how the role of women within society has changed over the decades.</p> <p>What influence have women had on the development of London as we know it today?</p>	<p>women and children, their homes and buildings</p> <p>To use a timeline to order key events in Greece, including: the unification of the city-states against the Persian Empire, the death of Alexander the Great and the emergence of the Roman Empire</p> <p>To explore a range of Greek artefacts and show an understanding of how this evidence gives us an insight into their lives</p> <p>To investigate the truth behind the stories of The Trojan War and/or The Minotaur by cross-referencing with reliable sources</p> <p>To learn about how democracy worked in Ancient Greece and make comparisons to how it is organised in modern Britain</p> <p>To study how the lives of Spartan women differed from those of other women</p> <p>To research what the curriculum was like for those being educated in Ancient Greece, who was eligible for education and to learn about school life for boys and home education for girls</p> <p>To find out about the emergence of the Olympics within Greece</p>
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