

History Long Term Overview

	Autumn	Spring	Summer	Assessment
	All about Me Into the Woods	Journeys People Who Help Us	Growing and Changing Water	
	People and Communities			
Year N	Projects and activities will be driven by the needs, interests and experiences of the pupils involved.			By the end of nursery:
	<ul style="list-style-type: none">-Talk to children about their friends, their families and why they are important.-Be sensitive to the possibility of children who may have lost special people or pets, either through death, separation, displacement or fostering/adoptions-Share photographs of children’s families, friends, pets or favourite people, both indoors and out.-Support children’s understanding of difference and of empathy by using props such as puppets and dolls to tell stories.-Ensure children have resources so that they can imitate everyday actions and events from their lives and that represent their culture.	<ul style="list-style-type: none">- Encourage children to talk about their home and community life.-Encourage children to develop positive relationships with community members who visit the setting e.g. fire fighters-Ensure that children learning English as an additional language have opportunities to express themselves in their home language some of the time.-Provide activities and opportunities for children to share experiences and knowledge-Invite children and families with experience of living in other countries to bring in photographs and objects from their country	<ul style="list-style-type: none">- Encourage children to talk about their home and community life.-Ensure that children learning English as an additional language have opportunities to express themselves in their home language some of the time.-Share stories about people from the past who have an influence on the present-Provide ways of preserving memories of special events- Ensure use of up-to-date, appropriate photographs of parts of the world that are commonly stereotyped or misinterpreted	<ul style="list-style-type: none">-Talk about the lives of people who are familiar to them-Remember events from their own experiences-Understand that different people have done different things-Talk about special events in their life e.g. birthday, Eid, Christmas
Year R	Projects and activities will be driven by the needs, interests and experiences of the pupils involved.			By the end of EYFS:
	<ul style="list-style-type: none">-Strengthen the positive impressions children have of their own cultures and faiths and those of others in their community by sharing and celebrating a range of practices and special events.-Help children and parents to see the ways in which their cultures and beliefs are similar, sharing and discussing practices, resources, celebrations and experiences.-Help children to learn positive attitudes and challenge negative attitudes and stereotypes, e.g. using puppets, persona dolls, stories and books-Provide role-play areas with a variety of resources reflecting diversity-Make a display with the children showing all the people who make up the community of the setting-Invite people from a range of cultural backgrounds to talk about aspects of their lives	<ul style="list-style-type: none">-Strengthen the positive impressions children have of their own cultures and faiths and those of others in their community by sharing and celebrating a range of practices and special events. Explain carefully why some children may need extra help or support for some things, or why some children feel upset by a particular thing-Help children to learn positive attitudes and challenge negative attitudes and stereotypes, e.g. using puppets, persona dolls, stories and books-Provide role-play areas with a variety of resources reflecting different occupations- Share stories that reflect the diversity of children’s experiencesInvite people from a range of occupations to talk about aspects of their lives	<ul style="list-style-type: none">-Strengthen the positive impressions children have of their own cultures and faiths and those of others in their community by sharing and celebrating a range of practices and special events.-Encourage children to share their feelings and talk about why they respond to experiences in particular ways.-Help children to learn positive attitudes and challenge negative attitudes and stereotypes, e.g. using puppets, persona dolls, stories and books- Share stories that reflect the diversity of children’s experiences-Provide opportunities to explore first hand how things grow and change over time e.g. planting seeds	<ul style="list-style-type: none">-Talk about the lives of the people around them and their roles in society-Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class-Understand the past through settings, characters and events encountered in books read in class and storytelling

History Long Term Overview

	Autumn	Spring	Summer	Assessment
	The World with Brown Rabbit (Geography based unit)	The Lost Toy Museum (History based unit)	People Who Help Us (History/ RE based unit)	By the end of year 1:
Year 1	<p>Pupils will learn about the changes in Nottingham over the past 50 years. They will specifically look at changes in pollution.</p> <p>Pupils will compare photographs of Nottingham from over the last 50 years, looking at the similarities and differences of places that are familiar to them.</p>	<p>Pupils will learn about changes within living memory.</p> <p>Pupils will learn about how toys have changed over time, particularly within the last century or so. They will look at toys that are familiar to them and toys that are not.</p> <p>Pupils will discuss the change in toys over time with their families, learning from their experience.</p> <p>Pupils will learn about a significant piece of local history with the Raleigh bicycle factory.</p>	<p>Pupils will learn about the lives of some significant individuals from the past.</p> <p>Pupils will compare aspects of history through the lives and achievements of Florence Nightingale and Mary Seacole.</p> <p>Pupils will learn about how Nightingale and Seacole transformed nursing with the creation of nursing brigades.</p> <p>Pupils will learn about change and continuity across time by comparing Crimean war hospitals with modern war hospitals such as those in Syria.</p> <p>Pupils will learn about Black and South Asian stories by learning about the Black Nightingale.</p>	<p>Pupils should be able to...</p> <ul style="list-style-type: none"> • Order some events from furthest away to most recent with increasing accuracy • Know what a timeline is • Make comparisons between different times in history • Use and remember names and places linked to time periods studied • Use simple words and phrases mostly accurately to indicate periods of time e.g. a long time ago • Ask simple questions when they are unsure • Accurately answer questions verbally • Remember key events about the time periods studied • Begin to understand that they can find historical information in books

History Long Term Overview

	Autumn	Spring	Summer	Assessment
	Great Fire of London (Geography/ History mixed unit)	The adventures of Robin Hood (Geography/ History based unit)	Around the World with Amelia Earhart (Geography/ History mixed unit)	By the end of year 2:
Year 2	<p>Pupils will learn about a nationally significant event from beyond living memory.</p> <p>Pupils will learn about what caused the fire.</p> <p>Pupils will learn about how the fire spread.</p> <p>Pupils will learn about the responses to the fire from the citizens and governors of London and from the King.</p> <p>Pupils will be able to look at historical sources from the time period through Samuel Pepys' diary.</p> <p>Pupils will learn about the consequences of the fire with stone buildings and the creation of the first fire brigades.</p>	<p>Pupils will learn about a significant personality in their local area by looking the local legendary figure of Robin Hood.</p> <p>Pupils will learn about the world that story of Robin Hood is based on.</p> <p>Pupils will learn about the feudal system that existed in England during the 12th century. They will also learn about the Forest Laws through the Major Oak and Sherwood Forest.</p> <p>Pupils will learn about the role of castles in the 12th century.</p> <p>Pupils will learn about King John and the Magna Carta and how it challenged the power of a king.</p>	<p>Pupils will learn about the lives of some significant individuals from the past.</p> <p>Pupils will learn about Amelia Earhart and Mae Jemison. Pupils will look at the importance of these women as pioneers, pushing the boundaries of their world.</p> <p>Pupils will learn about the fight for equal rights for women, from the Suffragettes to the present day.</p> <p>Pupils will learn about Black and South Asian stories by learning about the Suffragette Princess Sophia Duleep Singh.</p>	<p>Pupils should be able to...</p> <ul style="list-style-type: none"> • Accurately order events they have learnt about from furthest away to most recent • Draw timelines, beginning to place areas of study on them • Compare areas of study, identifying the similarities and differences between then • Remember and use a range of names and vocabulary specific to time periods studied • Use words and phrases accurately to indicate periods of time e.g. centuries • Ask simple questions to develop their understanding • Confidently and accurately answer a range of questions related to time periods studied • Justify their answers using sources or stories • Remember key events about time periods studied • Identify how we know about past events • Identify different representations of history e.g. books, videos, diaries

History Long Term Overview

	Autumn	Spring	Summer	Assessment
Year 3	The Magic and the Mummy (History based unit)	How to be a Viking (Mixed History/ Geography unit)	Christopher Columbus (Mixed History/ Geography unit)	By the end of year 3:
	<p>Pupils will learn about the Ancient Egyptian civilisation.</p> <p>Pupils will learn about Upper and Lower Egypt. They will learn about the changes from the Old Kingdom, to the Middle Kingdom, to the New Kingdom</p> <p>Pupils will learn about the importance of the River Nile to the Ancient Egyptians.</p> <p>Pupils will learn about importance of mummification to Ancient Egyptians and their beliefs about the afterlife. Linked to this, pupils will learn about the various gods and goddesses.</p> <p>Pupils will learn about the hieroglyphic writing system.</p> <p>Pupils will learn about Black and South Asian stories by learning about Black Pharaohs of the 25th dynasty.</p>	<p>Pupils will learn about the Vikings.</p> <p>Pupils will learn about who the Vikings were and the reasons they decided to leave their homelands.</p> <p>Pupils will learn about the importance of the Viking ship and how it made a difference.</p> <p>Pupils will learn about the many places that the Vikings raided, invaded and traded with.</p> <p>Pupils will learn specifically about the invasion of England with the attack on Lindisfarne, the Great Heathen Army and the Danelaw.</p> <p>Pupils will learn about the Viking gods and goddesses and the myths that were built up around them</p> <p>Pupils will learn about the end of the Viking period in England with the Battle of Hastings.</p>	<p>Pupils will learn about the life of Christopher Columbus and the difficulty of his journey across the Atlantic.</p> <p>Pupils will learn about the influence of Marco Polo and his travels along the Silk Road.</p> <p>Pupils will learn about why Columbus wanted to find a new route to Asia with the capture of Constantinople by the Ottoman Empire.</p> <p>Pupils will learn about the changes in the Caribbean after Columbus' arrival including the destruction of the Taino population.</p> <p>Pupils will learn about the explorer Zheng He and compare him to Columbus.</p>	<p>Pupils should be able to...</p> <ul style="list-style-type: none"> • Have a greater understanding of chronology, placing periods of history they have learnt about accurately on a timeline • Confidently make links between areas of history previously studied, identifying causes of change and the consequence of events • Remember and use a range of names and vocabulary previously studied • Use more specific vocabulary to indicate time e.g. decades, centuries, millennia • Use Tier 2 vocabulary related to periods of history e.g. empire, parliament, civilisation • Ask more in-depth questions to develop their understanding • Accurately answer questions using a source of information to justify their answers • Remember a range of key facts and information from areas of study in Year 3 • Identify how historians gather information • Confidently use one type of source of information

History Long Term Overview

Rolling Year 1:

	Autumn	Spring	Summer	Assessment
	Crime and Punishment (History based unit)	Wollaton at War (History based unit)	Around the World (Geography based unit)	By the end of year 4
Year 4	<p>Pupils will learn about the changes in Britain from the Anglo-Saxon Age to the modern day through the lens of crime and punishment.</p> <p>Pupils will learn about Saxons and Vikings and their concept of Wergild – a man's life valued in money. They will also learn about the various ordeals used by the Saxons as a way of showing guilt or innocence through God's divine judgement.</p> <p>Pupils will learn about the uses of shaming punishments such as the stocks during the Tudor period and the use of a neighbourhood watch to catch criminals.</p> <p>Pupils will learn about the use of transportation to America and the Australian – sending criminals on long treacherous journeys to the far end of the Empire.</p> <p>Pupils will learn about the Victorian period and the creation of the police force in the UK. They will also learn about the Victorian prison system with Lincoln as a close local example.</p>	<p>Pupils will learn about the causes of the Second World War. They should learn about the two sides of the Allied and Axis Powers. They should also learn about the Nazi policy of fascism.</p> <p>Pupils should learn about specific points in the war including</p> <ul style="list-style-type: none"> • Policy of Appeasement • Invasion of Poland (01.09.39) • Defeat at Dunkirk • Battle of Britain and the Blitz • Rationing • D-Day Landings • Germany's surrender <p>Pupils should learn about significant people during the war including Chamberlain, Churchill, FDR, Stalin, Hitler, Mussolini and Anne Frank.</p> <p>Pupils will learn about the evacuation of children from British cities due to the industrial policy of total war.</p> <p>Pupils should learn about the process of the mass evacuation and experiences of the children who lived it.</p>		<p>Pupils should be able to...</p> <ul style="list-style-type: none"> • Have a secure understanding of chronology, beginning to understand how events learnt impact on that timeline • Confidently make links between areas of history previously studied, identifying ways that historians judge causation • Remember and use a range of names and vocabulary previously studied • Use more specific time periods to indicate time e.g. during the Anglo-Saxon age • Use Tier 2 vocabulary related to periods of history e.g. kingdom, law, democracy • Pupils begin to have historical discussions to develop their understanding • Pupils will accurately answer questions explaining how significant individuals contributed to national or international change • Use a range of sources of information to justify their answers • Identify why historians might have different versions of events

History Long Term Overview

	Autumn	Spring	Summer	Assessment
	The Great Exhibition (History based unit)	Wollaton at War (History based unit)	Around the World (Geography based unit)	By the end of year 5
Year 5	<p>Pupils will learn about the effects of the Industrial Revolution in Britain as it reached its height during the Victorian period.</p> <p>Pupils will learn about the great inventions of the Victorian era, including the telephone, the steam engine, the typewriter, the bicycle and moving films.</p> <p>Pupils will learn about the human impact of industrialisation through its effect on children. Looking specifically at child labour, poverty and the workhouse. Linked to this will be the setting up of charities such as Barnardo's and the Salvation Army.</p> <p>Pupils will learn about The Great Exhibition of 1851 and about the many weird and wonderful inventions on display. They will learn why Prince Albert wanted to put Britain's inventiveness on display (his need to find something to do since he was not allowed to be King and his obsession with technology.)</p> <p>Pupils will use the lens of the Great Exhibition to explore Britain's impact on the wider world through its vast empire as Canada and India had objects on display at Crystal Palace.</p> <p>Pupils will compare the Victorian period and how it dealt with poverty to modern times.</p>	<p>Pupils will learn about the causes of the Second World War. They should learn about the two sides of the Allied and Axis Powers. They should also learn about the Nazi policy of fascism.</p> <p>Pupils should learn about specific points in the war including</p> <ul style="list-style-type: none"> • Policy of Appeasement • Invasion of Poland (01.09.39) • Defeat at Dunkirk • Battle of Britain and the Blitz • Rationing • D-Day Landings • Germany's surrender <p>Pupils should learn about significant people during the war including Chamberlain, Churchill, FDR, Stalin, Hitler, Mussolini and Anne Frank.</p> <p>Pupils will learn about an aspect of local history through the events at Wollaton Hall.</p> <p>Pupils will learn about the D-Day landings and the American soldiers staying in the grounds.</p> <p>Pupils will look at film footage from a Captain William H. Nation.</p> <p>Pupils will learn that Wollaton also housed over 1000 evacuees from the Dunkirk landings and served as a POW camp German prisoners.</p>		<p>Pupils should be able to...</p> <ul style="list-style-type: none"> • Have a secure understanding of chronology, understanding how events learnt impact on that timeline • Confidently make links between areas of history previously studied, understanding how historians judge causation • Remember and use a range of names and vocabulary previously studied • Begin to use specific dates to indicate time e.g. in 1939... • Use Tier 2 vocabulary related to periods of history e.g. invasion, surrender, dictator • Pupils will have historical discussions to develop their understanding • Pupils will accurately answer questions describing how national and international events affect the lives of individuals • Being to independently structure their arguments in a clear and logical way • Use a range of sources of information to justify their answers, comparing accounts of events • Understand how different sources of evidence result in different conclusions

History Long Term Overview

	Autumn	Spring	Summer	Assessment
	The Great Exhibition (History based unit)	Wollaton at War (History based unit)	Around the World (Geography based unit)	By the end of year 6
Year 6	<p>Pupils will learn about the effects of the Industrial Revolution in Britain as it reached its height during the Victorian period.</p> <p>Pupils will learn about the great inventions of the Victorian era, including the telephone, the steam engine, the typewriter, the bicycle and moving films.</p> <p>Pupils will learn about the human impact of industrialisation through its effect on children. Looking specifically at child labour, poverty and the workhouse. Linked to this will be the setting up of charities such as Barnardo's and the Salvation Army.</p> <p>Pupils will learn about The Great Exhibition of 1851 and about the many weird and wonderful inventions on display. They will learn why Prince Albert wanted to put Britain's inventiveness on display (his need to find something to do since he was not allowed to be King and his obsession with technology.)</p> <p>Pupils will use the lens of the Great Exhibition to explore Britain's impact on the wider world through its vast empire as Canada and India had objects on display at Crystal Palace.</p> <p>Pupils will compare the Victorian period and how it dealt with poverty to modern times.</p>	<p>Pupils will learn about the causes of the Second World War. They should learn about the two sides of the Allied and Axis Powers. They should also learn about the Nazi policy of fascism.</p> <p>Pupils should learn about specific points in the war including</p> <ul style="list-style-type: none"> • Policy of Appeasement • Invasion of Poland (01.09.39) • Defeat at Dunkirk • Battle of Britain and the Blitz • Rationing • D-Day Landings • Germany's surrender • Hitler's suicide <p>Pupils should learn about significant people during the war including Chamberlain, Churchill, FDR, Stalin, Hitler, Mussolini and Anne Frank.</p> <p>Pupils will learn about the holocaust. They will learn about the concept of Eugenics.</p> <p>Pupils will learn about specific events such as the creation of the ghettos, Kristallnacht and the creation of the death camps.</p> <p>Pupils will learn about the many people targeted by the holocaust, Jewish people, Polish people, Roma people, Queer people, disabled people, Jehovah's Witnesses and many more groups.</p> <p>Pupils will also hear Interviews with Holocaust survivors as they tell their own stories.</p>		<p>Pupils should be able to...</p> <ul style="list-style-type: none"> • Have a secure understanding of chronology, accurately explaining how events learnt impact on that timeline • Confidently make links between areas of history previously studied, explaining how historians judge causation • Remember and use a range of names and vocabulary previously studied • Accurately use specific dates to indicate time e.g. in 1939... • Use Tier 2 vocabulary related to periods of history e.g. execution, verdict, trial • Pupils will have historical discussions to develop their understanding • Pupils will accurately answer questions describing how the same event can impact different groups in different ways • Independently structure their arguments in a clear and logical way • Recognise primary and secondary sources of information using both to justify their answers and give reasons for the different way's history is represented • Explain why it is important to use a variety of sources to make judgements

History Long Term Overview

Rolling Year 2:

	Autumn	Spring	Summer	Assessment
	Arabian Nights (History based unit)	It's All Greek To Me (History based unit)	Around the World (Geography based unit)	By the end of year 4
Year 4	<p>Pupils will learn about how the city of Baghdad was central to the early Islamic civilisation.</p> <p>Pupils will learn about the famed House of Wisdom and the technical achievements made during the Islamic Golden Age.</p> <p>Pupils will compare the civilisation of Early Islam to other earlier civilisations at the time including particularly the Vikings and the Greeks.</p> <p>Pupils will look at the way cartography had a role in early Islamic civilisation development.</p> <p>Pupils will learn about why the prophet Muhammad (peace be upon him) is fundamental to the Islamic faith and its teachings.</p> <p>Pupils will learn about the importance of the Silk Road to trade in the Islamic civilisation and how this led to the expansion of the religion around the world. Recap of the Silk Road from Christopher Columbus in Year 3.</p> <p>Pupils will learn about the end of the Islamic Golden Age with its invasion by the Mongol armies - linking this to modern day events.</p>	<p>Pupils will learn about key moments from the period of Greek history between the development of the Olympic games in 776 BCE to the Roman invasion of Greece in 146 BCE.</p> <p>Pupils will learn about the basic structures of Greek civilisation in the time period.</p> <p>Pupils will learn about the different city states that make up Ancient Greece including Athens, Sparta, Corinth, Delphi and Thebes. Children will learn about the differences between these places and how they interacted with one another.</p> <p>Pupils will learn about some of the great events from this time period, such as the Battle of Thermopylae, the Persian Wars and the Battle of Marathon, the Peloponnesian Wars and the Empire of Alexander the Great.</p> <p>Pupils will learn about significant people from this period of Greek history such as Draco, Perikles, Hippocrates, Socrates, Plato, Aristotle and Alexander the Great.</p> <p>Pupils will learn about the social and political advancements of this time period that still influence our lives today. This will include democracy, law, medicine and art.</p>		<p>Pupils should be able to...</p> <ul style="list-style-type: none"> • Have a secure understanding of chronology, beginning to understand how events learnt impact on that timeline • Confidently make links between areas of history previously studied, identifying ways that historians judge causation • Remember and use a range of names and vocabulary previously studied • Use more specific time periods to indicate time e.g. during the Anglo-Saxon age • Use Tier 2 vocabulary related to periods of history e.g. kingdom, law, democracy • Pupils begin to have historical discussions to develop their understanding • Pupils will accurately answer questions explaining how significant individuals contributed to national or international change • Use a range of sources of information to justify their answers • Identify why historians might have different versions of events

History Long Term Overview

	Autumn	Spring	Summer	Assessment
	Arabian Nights (History based unit)	It's All Greek To Me (History based unit)	Around the World (Geography based unit)	By the end of year 5
Year 5	<p>Pupils will learn about how the city of Baghdad was central to the early Islamic civilisation.</p> <p>Pupils will learn about the famed House of Wisdom and the technical achievements made during the Islamic Golden Age.</p> <p>Pupils will compare the civilisation of Early Islam to other earlier civilisations at the time including particularly the Vikings and the Greeks.</p> <p>Pupils will look at the way cartography had a role in early Islamic civilisation development.</p> <p>Pupils will learn about why the prophet Muhammad (peace be upon him) is fundamental to the Islamic faith and its teachings.</p> <p>Pupils will learn about the importance of the Silk Road to trade in the Islamic civilisation and how this led to the expansion of the religion around the world. Recap of the Silk Road from Christopher Columbus in Year 3.</p> <p>Pupils will learn about the end of the Islamic Golden Age with its invasion by the Mongol armies - linking this to modern day events.</p>	<p>Pupils will learn about key moments from the period of Greek history between the development of the Olympic games in 776 BCE to the Roman invasion of Greece in 146 BCE.</p> <p>Pupils will learn about the basic structures of Greek civilisation in the time period.</p> <p>Pupils will learn about the different city states that make up Ancient Greece including Athens, Sparta, Corinth, Delphi and Thebes. Children will learn about the differences between these places and how they interacted with one another.</p> <p>Pupils will learn about some of the great events from this time period, such as the Battle of Thermopylae, the Persian Wars and the Battle of Marathon, the Peloponnesian Wars and the Empire of Alexander the Great.</p> <p>Pupils will learn about significant people from this period of Greek history such as Draco, Perikles, Hippocrates, Socrates, Plato, Aristotle and Alexander the Great.</p> <p>Pupils will learn about the social and political advancements of this time period that still influence our lives today. This will include democracy, law, medicine and art.</p>		<p>Pupils should be able to...</p> <ul style="list-style-type: none"> • Have a secure understanding of chronology, understanding how events learnt impact on that timeline • Confidently make links between areas of history previously studied, understanding how historians judge causation • Remember and use a range of names and vocabulary previously studied • Begin to use specific dates to indicate time e.g. in 1939... • Use Tier 2 vocabulary related to periods of history e.g. invasion, surrender, dictator • Pupils will have historical discussions to develop their understanding • Pupils will accurately answer questions describing how national and international events affect the lives of individuals • Being to independently structure their arguments in a clear and logical way • Use a range of sources of information to justify their answers, comparing accounts of events • Understand how different sources of evidence result in different conclusions

History Long Term Overview

	Autumn	Spring	Summer	Assessment
	Arabian Nights (History based unit)	It's All Greek To Me (History based unit)	Around the World (Geography based unit)	By the end of year 6
Year 6	<p>Pupils will learn about how the city of Baghdad was central to the early Islamic civilisation.</p> <p>Pupils will learn about the famed House of Wisdom and the technical achievements made during the Islamic Golden Age.</p> <p>Pupils will compare the civilisation of Early Islam to other earlier civilisations at the time including particularly the Vikings and the Greeks.</p> <p>Pupils will look at the way cartography had a role in early Islamic civilisation development.</p> <p>Pupils will learn about why the prophet Muhammad (peace be upon him) is fundamental to the Islamic faith and its teachings.</p> <p>Pupils will learn about the importance of the Silk Road to trade in the Islamic civilisation and how this led to the expansion of the religion around the world. Recap of the Silk Road from Christopher Columbus in Year 3</p> <p>Pupils will learn about the end of the Islamic Golden Age with its invasion by the Mongol armies - linking this to modern day events.</p>	<p>Pupils will learn about key moments from the period of Greek history between the development of the Olympic games in 776 BCE to the Roman invasion of Greece in 146 BCE.</p> <p>Pupils will learn about the basic structures of Greek civilisation in the time period.</p> <p>Pupils will learn about the different city states that make up Ancient Greece including Athens, Sparta, Corinth, Delphi and Thebes. Children will learn about the differences between these places and how they interacted with one another.</p> <p>Pupils will learn about some of the great events from this time period, such as the Battle of Thermopylae, the Persian Wars and the Battle of Marathon, the Peloponnesian Wars and the Empire of Alexander the Great.</p> <p>Pupils will learn about significant people from this period of Greek history such as Draco, Perikles, Hippocrates, Socrates, Plato, Aristotle and Alexander the Great.</p> <p>Pupils will learn about the social and political advancements of this time period that still influence our lives today. This will include democracy, law, medicine and art.</p>	-	<p>Pupils should be able to...</p> <ul style="list-style-type: none"> • Have a secure understanding of chronology, accurately explaining how events learnt impact on that timeline • Confidently make links between areas of history previously studied, explaining how historians judge causation • Remember and use a range of names and vocabulary previously studied • Accurately use specific dates to indicate time e.g. in 1939... • Use Tier 2 vocabulary related to periods of history e.g. execution, verdict, trial • Pupils will have historical discussions to develop their understanding • Pupils will accurately answer questions describing how the same event can impact different groups in different ways • Independently structure their arguments in a clear and logical way • Recognise primary and secondary sources of information using both to justify their answers and give reasons for the different way's history is represented • Explain why it is important to use a variety of sources to make judgements

History Long Term Overview

Rolling Year 3:

	Autumn	Spring	Summer	Assessment
	Roaming Romans (History based unit)	The Sword in The Stone (History based unit)	Around the World (Geography based unit)	By the end of year 4
Year 4	<p>Pupils will learn about the mythological origins of Ancient Rome.</p> <p>Pupils will learn about the changes in Roman civilisation as it moved from a kingdom to a republic to an Empire. Pupils will learn about some of the more significant rulers.</p> <p>Pupils will learn about the effects of the Roman Empire as it spread in a quest for power with a specific focus on Roman Britain.</p> <p>Pupils will learn about the unsuccessful invasions from Caesar to Caligula and finally, Claudius' successful invasion.</p> <p>Pupils will learn about the significance of the Roman military system and how this impacted on the building of the Empire.</p> <p>Pupils will learn about life in Roman Britain and what evidence we have for this, from Boudicca to Roman Leicester.</p>	<p>Pupils will learn about the power vacuum that formed after the Romans left Britain and the brief return to tribal living.</p> <p>Pupils will learn about the arrival of the Angles, the Saxons and the Jutes and how they created their own kingdoms called Northumbria, Mercia, East Anglia, Wessex, Essex, Sussex and Kent. Pupils will learn about how Anglo Saxon place names have had a lasting effect on Britain.</p> <p>Pupils will learn about the Anglo Saxon way of life, their wooden buildings, their focus on agriculture and their gods (comparing them to the Viking gods they learned about in year 3).</p> <p>Pupils will compare the highly decorated Anglo Saxon warrior (based on the discoveries of Sutton Hoo) to the Roman soldiers they have already learned about.</p> <p>Pupils will learn about the end of the Anglo Saxon and Roman period in England with the death of Edward the Confessor and the Battles of Stamford Bridge and Hastings.</p> <p>Pupils will learn about the mythologizing of this period with the myths and legends about King Arthur, Merlin and the Knights of the Round Table.</p>		<p>Pupils should be able to...</p> <ul style="list-style-type: none"> • Have a secure understanding of chronology, beginning to understand how events learnt impact on that timeline • Confidently make links between areas of history previously studied, identifying ways that historians judge causation • Remember and use a range of names and vocabulary previously studied • Use more specific time periods to indicate time e.g. during the Anglo-Saxon age • Use Tier 2 vocabulary related to periods of history e.g. kingdom, law, democracy • Pupils begin to have historical discussions to develop their understanding • Pupils will accurately answer questions explaining how significant individuals contributed to national or international change • Use a range of sources of information to justify their answers • Identify why historians might have different versions of events

History Long Term Overview

	Autumn	Spring	Summer	Assessment
	Roaming Romans (History based unit)	The Sword in The Stone (History based unit)	Around the World (Geography based unit)	By the end of year 5
Year 5	<p>Pupils will learn about the mythological origins of Ancient Rome.</p> <p>Pupils will learn about the changes in Roman civilisation as it moved from a kingdom to a republic to an Empire. Pupils will learn about some of the more significant rulers.</p> <p>Pupils will learn about the effects of the Roman Empire as it spread in a quest for power with a specific focus on Roman Britain.</p> <p>Pupils will learn about the unsuccessful invasions from Caesar to Caligula and finally, Claudius' successful invasion.</p> <p>Pupils will learn about the significance of the Roman military system and how this impacted on the building of the Empire.</p> <p>Pupils will learn about life in Roman Britain and what evidence we have for this, from Boudicca to Roman Leicester.</p>	<p>Pupils will learn about the power vacuum that formed after the Romans left Britain and the brief return to tribal living.</p> <p>Pupils will learn about the arrival of the Angles, the Saxons and the Jutes and how they created their own kingdoms called Northumbria, Mercia, East Anglia, Wessex, Essex, Sussex and Kent. Pupils will learn about how Anglo Saxon place names have had a lasting effect on Britain.</p> <p>Pupils will learn about the Anglo Saxon way of life, their wooden buildings, their focus on agriculture and their gods (comparing them to the Viking gods they learned about in year 3).</p> <p>Pupils will compare the highly decorated Anglo Saxon warrior (based on the discoveries of Sutton Hoo) to the Roman soldiers they have already learned about.</p> <p>Pupils will learn about the end of the Anglo Saxon and Roman period in England with the death of Edward the Confessor and the Battles of Stamford Bridge and Hastings.</p> <p>Pupils will learn about the mythologizing of this period with the myths and legends about King Arthur, Merlin and the Knights of the Round Table.</p>		<p>Pupils should be able to...</p> <ul style="list-style-type: none"> • Have a secure understanding of chronology, understanding how events learnt impact on that timeline • Confidently make links between areas of history previously studied, understanding how historians judge causation • Remember and use a range of names and vocabulary previously studied • Begin to use specific dates to indicate time e.g. in 1939... • Use Tier 2 vocabulary related to periods of history e.g. invasion, surrender, dictator • Pupils will have historical discussions to develop their understanding • Pupils will accurately answer questions describing how national and international events affect the lives of individuals • Being to independently structure their arguments in a clear and logical way • Use a range of sources of information to justify their answers, comparing accounts of events • Understand how different sources of evidence result in different conclusions

History Long Term Overview

	Autumn	Spring	Summer	Assessment
	Roaming Romans (History based unit)	The Sword in The Stone (History based unit)	Around the World (Geography based unit)	By the end of year 6
Year 6	<p>Pupils will learn about the mythological origins of Ancient Rome.</p> <p>Pupils will learn about the changes in Roman civilisation as it moved from a kingdom to a republic to an Empire. Pupils will learn about some of the more significant rulers.</p> <p>Pupils will learn about the effects of the Roman Empire as it spread in a quest for power with a specific focus on Roman Britain.</p> <p>Pupils will learn about the unsuccessful invasions from Caesar to Caligula and finally, Claudius' successful invasion.</p> <p>Pupils will learn about the significance of the Roman military system and how this impacted on the building of the Empire.</p> <p>Pupils will learn about life in Roman Britain and what evidence we have for this, from Boudicca to Roman Leicester.</p>	<p>Pupils will learn about the power vacuum that formed after the Romans left Britain and the brief return to tribal living.</p> <p>Pupils will learn about the arrival of the Angles, the Saxons and the Jutes and how they created their own kingdoms called Northumbria, Mercia, East Anglia, Wessex, Essex, Sussex and Kent. Pupils will learn about how Anglo Saxon place names have had a lasting effect on Britain.</p> <p>Pupils will learn about the Anglo Saxon way of life, their wooden buildings, their focus on agriculture and their gods (comparing them to the Viking gods they learned about in year 3).</p> <p>Pupils will compare the highly decorated Anglo Saxon warrior (based on the discoveries of Sutton Hoo) to the Roman soldiers they have already learned about.</p> <p>Pupils will learn about the end of the Anglo Saxon and Roman period in England with the death of Edward the Confessor and the Battles of Stamford Bridge and Hastings. This will include learning about Anglos Saxon uprisings post-1066 and the harrowing of the north.</p> <p>Pupils will learn about the mythologizing of this period with the myths and legends about King Arthur, Merlin and the Knights of the Round Table.</p>		<p>Pupils should be able to...</p> <ul style="list-style-type: none"> • Have a secure understanding of chronology, accurately explaining how events learnt impact on that timeline • Confidently make links between areas of history previously studied, explaining how historians judge causation • Remember and use a range of names and vocabulary previously studied • Accurately use specific dates to indicate time e.g. in 1939... • Use Tier 2 vocabulary related to periods of history e.g. execution, verdict, trial • Pupils will have historical discussions to develop their understanding • Pupils will accurately answer questions describing how the same event can impact different groups in different ways • Independently structure their arguments in a clear and logical way • Recognise primary and secondary sources of information using both to justify their answers and give reasons for the different way's history is represented • Explain why it is important to use a variety of sources to make judgements

History Long Term Overview