

HISTORY Long Term Overview

Year Group	Autumn	Spring	Summer
	Memory Box	Paws Claws and Whiskers Enchanted Woodland	Big Lights Bright City
Year 1	<p><i>Learn about changes within living memory</i></p> <ul style="list-style-type: none"> Compare own life and interests now with their babyhood (recalling a significant memory from the past. (HI1) Begin to describe similarities and differences between historical artefacts and pictures. (HI1) Begin to order artefacts and pictures from significantly different time periods(HI1) Retell a story or significant event from their own past.(HI1) 		Learn about events beyond living memory: The Great Fire of London (HI2)
Year 2	Towers, Tunnels and Turrets	Dinosaur Planet Moon Zoom	Land Ahoy
	<ul style="list-style-type: none"> Order events in a period of history studied and begin to recall the dates of important festivals or celebrations (HI 2) Ask and answer questions about a range of historical sources: Listen to story of WW2'Great Escape' (HI2) Begin to understand cause and effect by looking at a significant individual's actions and what happened as a result (HI3) 	<ul style="list-style-type: none"> Ask and respond to simple questions about the past using sources of information. Sequence the story of a significant historical figure: Learn about Mary Anning (HI 2) Begin to describe similarities and differences in historical artefacts and pictures: Compare life during the age of dinosaurs with modern life (HI 2) Use simple vocabulary to describe passing of time (e.g. now, then, long ago, before and after). 	<ul style="list-style-type: none"> Use the stories of famous historical figures to compare aspects of life in different times: Captain Cook Use the stories of famous historical figures to compare aspects of life in different times.(HI3) Use the stories of famous historical figures to compare aspects of life in different time: Life OF Grace Darling (H13)
Year 3	Tribal Tales	Scrumdiddlyumptious Flow	Tremors
	<ul style="list-style-type: none"> Show developing understanding of chronology, by beginning to realise that the past can be divided into different periods of time. <p><i>What is Pre History? (HI1)</i></p> <ul style="list-style-type: none"> Choose the most important source material for a task, showing awareness of a range of sources.(HI1) Suggest useful research questions.(HI1) Describe some of the main changes in Britain, resulting from an event: <p><i>(HI1) Learn about changes in Britain from the Stone Age to the Iron Age.</i></p> <ul style="list-style-type: none"> Use labelled diagrams, recounts, stories, diaries and pictures to illustrate understanding about historical events and famous people.(HI1) Use appropriate historical vocabulary to describe key features of a time period.(HI1) 	<p>Explain how a significant figure of the period influenced change.(HI6)</p>	<ul style="list-style-type: none"> Choose the most important source material for a task, showing awareness of a range of sources. Become archaeologists, discovering the ashen casts of the Pompeii bodies Use labelled diagrams, recounts, stories, to illustrate understanding about historical events and famous people. (HI2) Learn about the Roman Empire and its impact on Britain.
Year 4	Traders and Raiders	Potions Misty Mountain Sierra	Road Trip USA
	<ul style="list-style-type: none"> Place different periods of time on a timeline and remember key historical facts and some dates from a period studied <p><i>(HI 3) Learn about Britain's settlement by Anglo-Saxons and Scots.</i></p> <ul style="list-style-type: none"> Use a range of source materials to answer questions about the past which go beyond simple observations. Choose the best way to record a range of historical information, giving reasons for their choice. Ask and answer more complex questions through independent research. Explain the impact of a significant historical figure on life in Britain. <p><i>(Hi 4) Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p>	<ul style="list-style-type: none"> Use a range of source materials to answer questions about the past which go beyond simple observations. Find out about how potions were used in the past for both medicinal and magical reasons. <p><i>Hi 6 Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</i></p>	<ul style="list-style-type: none"> Choose the best way to record a range of historical information, giving reasons for their choice. <p><i>(Hi 9)Learn about a non-European society that provides contrasts with British history.</i></p> <ul style="list-style-type: none"> Explain how significant historical figures contributed to national and international achievements in a variety of eras. Listen carefully to Chief Seattle's speech from 1854 and answer questions about it
	Off With Her Head	Frozen Kingdom Ancient Greece	Time Traveller
Year 5	<ul style="list-style-type: none"> Independently place historical events or change on a timeline, remembering key facts from a period of history studied. Use a range of local history resources to describe how an event (e.g. the Black Death) affected a local town or village Explain why people acted as they did Make connections between two periods of history, to begin to develop historical perspective. Link events from periods studied to changes or developments in contemporary society, both in Britain and the wider world. 	<ul style="list-style-type: none"> Acknowledge different points of view expressed and explain why these are important in understanding and interpreting history. Create, from memory, a timeline from dates / details / eras showing knowledge of how to check for accuracy. History and development of exploration of the Polar regions. (HI6) ANCIENT GREECE 	<ul style="list-style-type: none"> Independently place historical events or change on a timeline, remembering key facts from a period of history studied. Investigate how an aspect of everyday life has changed over the past 200 years. (HI6)

	(HI6) Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		
	Revolution	ID	Hola Mexico
Year 6	<ul style="list-style-type: none"> • Create, from memory, a timeline from dates / details / eras showing knowledge of how to check for accuracy. • Select, organise, summarise and present relevant information, from a wide range of sources, in the most effective way for a given purpose. • Acknowledge different points of view expressed and explain why these are important in understanding and interpreting history. • Independently investigate a complex historical research question. • Select, organise, summarise and present relevant information, from a wide range of sources, in the most effective way for a given purpose. Provide reasons for, and outcomes of, the main events and changes in historical periods, showing factual knowledge of aspects of Britain and the wider world .Find out what is meant by the term 'Industrial Revolution • Select, organise, summarise and present relevant information, from a wide range of sources, in the most effective way for a given purpose. Look at various images of Victorian inventions. Check the invention dates and order the inventions on a timeline • Acknowledge different points of view expressed and explain why these are important in understanding and interpreting history, talking about why they were so important. • Find out about the death of Prince Albert, the cause and the effect it had on the Queen. <p><i>HI6) Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p>	<ul style="list-style-type: none"> • Select, organise, summarise and present relevant information, from a wide range of sources, in the most effective way for a given purpose. Research influential figures who were responsible for social reform(HI6) 	<ul style="list-style-type: none"> • Select, organise, summarise and present relevant information, from a wide range of sources, in the most effective way for a given purpose. <p>Hi 9 Learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad</p>