

History: Long Term Overview

Year 1			
TERM	AUTUMN Toys	SPRING Flight	SUMMER Local History
	<p>Know the materials, purpose and audience of toys in the 1940's.</p> <p>To learn the materials, purpose and audience of toys in the 1990's.</p> <p>Explain similarities and differences between toys in the past.</p> <p>Explain about the invention of the internet</p> <p>Explain how toys were bought through history.</p> <p>Compare similarities and differences between toys in the past and present.</p> <p>Present historical findings.</p>	<p>To understand how to put a few events in order of when they happened.</p> <p>Use historical sources to learn about the past.</p> <p>Use the terms 'very old', 'old' and 'new'.</p> <p>Identify similarities and differences between things in the past and present.</p> <p>Discuss what I find out about significant people from the past. To know some facts about the Montgolfier Brothers</p> <p>To answer questions about events using before and after to describe when something happened.</p> <p>Explain what I find out about the Wright Brothers.</p> <p>To answer questions about the invention of the first aeroplane</p> <p>To use the terms 'before' and 'after' to support my discussions.</p> <p>To be able to explain why people in the past acted as they did and what happened as a result.</p> <p>To present historical findings.</p>	<p>To ask simple questions about the past that are relevant.</p> <p>To look at pictures of the past and begin to think of questions about them.</p> <p>To make simple observations from secondary sources.</p> <p>To look at pictures from the past and ask questions about them.</p> <p>To use secondary sources to learn about the local area in the past.</p> <p>To know a timeline shows the chronological order of events</p> <p>To begin to use a timeline to order events or objects.</p> <p>To use 'because' to explain reasons for similarities and differences between the past and present.</p> <p>To use ICT to record my ideas.</p>

Year 2

TERM	AUTUMN Great Fire of London	SPRING Florence Nightingale	SUMMER Explorers
	<p>Explain the difference between primary and secondary sources (A primary source is first-hand information and secondary source is information that somebody has gathered)</p> <p>Compare London in the past and present.</p> <p>Explain how to put people, events and objects in order of when they happened.</p> <p>Use evidence to give reasons why an event in the past may have happened.</p> <p>Identify changes within the past and their impact.</p> <p>Explain what happened after the Great Fire of London.</p> <p>Explain the impact the Great Fire of London has had on the construction of buildings today</p>	<p>Identify simple conclusions from the information that I have found out.</p> <p>Ask questions about the past using 5W's and how.</p> <p>Explain how key events led to a significant change.</p> <p>Explain why Florence Nightingale is famous.</p> <p>Explain how Florence Nightingale changed nursing.</p> <p>Use a range of sources to help find the answers to questions about hospitals in the past</p> <p>Recount and describe the main events from a significant event in History.</p> <p>Make comparisons between nursing in 1855 and now.</p>	<p>Explain the chronology of expeditions in the past.</p> <p>describe events from the past using a range of sources</p> <p>Explore three different explorers who contributed to discovery in various ways:</p> <ul style="list-style-type: none"> ▪ Neil Armstrong who explored space in the 1960's ▪ Captain Scott who was the first British explorer to reach the South Pole and explore Antarctica by land ▪ Preet Chandi completed the longest ever solo polar expedition in 2023 <p>To use information that has been found out about the past, to describe the differences between then and now</p> <p>To identify differences and similarities between people and events that have happened in different periods.</p> <p>To recall key facts about the race to the South Pole.</p> <p>To explain similarities and differences between the two key events.</p> <p>To explain how these discoveries impacted us today.</p>

Year 3			
TERM	AUTUMN Pre-History	SPRING Ancient Egypt	SUMMER Ancient Greece
	<p>Identify different ways the past can be represented.</p> <p>Explain how tools developed through the ages.</p> <p>Identify and explore specific characteristics of the time in history being studied (Hunter gatherers)</p> <p>Explain how characteristics of a time in history have changed over time (The Neolithic Period)</p> <p>Explore changes that happened following an event (The Bronze Age)</p> <p>Explore continuity and change (The Iron Age)</p> <p>To present conclusions.</p> <p>Explain the main features of each time period and the impact that prehistory had on our lives today.</p>	<p>Identify and select the most relevant information</p> <p>Use a timeline to order key events from world History</p> <p>Identify and understand the main events from a specific period of time</p> <p>Explore beliefs and attitudes from a period in history</p> <p>Give reasons as to why events happened</p> <p>Use secondary sources to learn about events in the past</p> <p>Identify subject specific vocabulary related to time</p>	<p>Use specific historical knowledge to answer questions comparing different periods of time by explaining the beginning of the Ancient Greek civilisation.</p> <p>Interpret artefacts by asking questions about evidence linked to time period.</p> <p>Explore what life was like for different groups of people in the same period of time</p> <p>Identify and explain similarities/differences in life in the past and in life today</p> <p>Explain why changes happened during this time period</p> <p>Explaining what trade was like during this time period before change</p> <p>To question and explain the validity of a source.</p> <p>I can identify the origin of a source</p> <p>I can identify the factors that make a source reliable or unreliable</p> <p>I can explain why a source is reliable or unreliable.</p>

Year 4

TERM	AUTUMN The Romans	SPRING Anglo-Saxons	SUMMER The Vikings
Skills and Knowledge	<p>Explain and describe what society was like at a specific time in history.</p> <p>Understand that events can have more than one cause and to identify multiple causes</p> <p>Recall facts about Julius Caesar.</p> <p>Identify the differences made by Julius Caesar.</p> <p>Identify how the Romans defended their land.</p> <p>identify the main events leading to the rise of the Roman Empire.</p> <p>Explain how the main events contributed to the rise of the Roman Empire</p> <p>Examine what evidence tells us about a specific aspect of life at specific times.</p> <p>Understand and explain the significance of historical developments on modern day living.</p>	<p>Explain how each cause was a contributing factor for changes.</p> <p>Identify the main people involved in the change to Anglo-Saxon rule.</p> <p>Identify the main causes linked to the invasion by the Anglo-Saxons.</p> <p>Explain how each cause contributed to success of the Anglo-Saxons</p> <p>Understand the factors that can identify the reliability of a source.</p> <p>Learn to use a range of evidence to find out what life was like for warriors.</p> <p>Explain and describe what society was like at a specific time in history.</p> <p>Explore what evidence tells us about the past.</p> <p>Identify specific aspects from Anglo-Saxon society. I can use subject specific vocabulary to communicate my ideas.</p> <p>Use a full range of evidence to explain what life was like in the past.</p> <p>Identify the beliefs held by the Anglo Saxons.</p> <p>Explain why the Saxons had specific beliefs.</p> <p>Identify how this compares to the beliefs of the Romans.</p>	<p>Place current studies on a timeline (Stone age/ Egyptians/ Romans/ Anglo Saxons/ Vikings) Identify when the Viking age took place.</p> <p>Identify who the Vikings were.</p> <p>Explore different interpretations of the past.</p> <p>Identify and compare a specific aspect of life within two periods of history.</p> <p>Identify what life was like for Viking soldiers in battle.</p> <p>Identify similarities and differences between the Viking and Roman army.</p> <p>Explain long term and short-term impact that specific people had on people at the time</p> <p>Understand the difference between long- and short-term impact.</p> <p>explain the impact Alfred the Great had on people.</p> <p>explain the impact Athelstan had on people.</p> <p>Make comparisons and contrasts between life in different periods of time.</p> <p>Identify what life was like in Viking Britain.</p> <p>identify similarities and differences between Viking and Roman Britain.</p> <p>Explain the legacy the Vikings left behind.</p>

Year 5

TERM	AUTUMN The Islamic Civilisation	SPRING The Tudors	SUMMER The industrial Revolution of Birmingham
	<p>Sequence historical periods using a timeline.</p> <p>Identify how trade links contributed to change. know what the Silk Road was and the major trade routes.</p> <p>To describe how the Silk Road enabled Baghdad to develop.</p> <p>To explain how certain scientific achievements influenced society.</p> <p>To identify the reasons for achievements made and the changes that followed</p> <p>To identify the impact of Baghdad on the world.</p> <p>To know what the House of Wisdom is.</p> <p>To describe how the work from House of Wisdom spread across the world.</p> <p>To know other types of influence such as art.</p> <p>To describe what life was like for different groups of people in the same period of time.</p> <p>Identify the similarities between the Dark Ages and the Golden Age of Islam.</p> <p>Identify the differences between the Dark Ages and the Golden Age of Islam.</p>	<p>Sequence historical periods using a timeline.</p> <p>To recognise and justify links between given artefacts and characteristics of Tudor society.</p> <p>To understand the events of the Battle of Bosworth and its impact on Britain.</p> <p>Create a Tudor timeline of monarchs and significant events.</p> <p>Make connections between Elizabeth and the other monarchs.</p> <p>Understand reasons why Henry wanted to move away from the Catholic church and Rome.</p> <p>Make links between the ways in which the changes made by Henry VIII still impacts the UK today.</p> <p>Explore key events of Mary Queen of Scots life to the time that Elizabeth had her beheaded and create a timeline.</p> <p>Understand why Mary Queen of Scots had so many enemies.</p> <p>Raise and answer historically valid questions about cause.</p> <p>Understand what caused the Spanish Armada and its defeat.</p> <p>Know why the Elizabethan times considered a 'Golden Age'</p> <p>Identify significant events in the reign of Queen Elizabeth I.</p> <p>Compare and justify the significance of events</p> <p>Identify most important turning point associated with Elizabeth's reign.</p>	<p>understand key historical vocabulary and chronology.</p> <p>know what the terms industry and revolution mean.</p> <p>place the Industrial Revolution on a timeline with other key time periods.</p> <p>Define what the industrial revolution was.</p> <p>To understand the main changes that occurred during the industrial revolution.</p> <p>To know how factories developed.</p> <p>To know how transport developed during the period.</p> <p>Describe the effects of the industrial revolution in Birmingham. (jobs, lifestyle, migration and pollution).</p> <p>Identify different interpretations of events during the industrial revolution.</p> <p>To present historical findings.</p> <p>Explain the impact that the industrial revolution had on Birmingham.</p>

Year 6

TERM	AUTUMN Crime & Punishment	SPRING World War 2	SUMMER Migration
Skills and Knowledge	<p>Explore the types of crimes committed during key time periods.</p> <p>Identify the structure of law and order in different time periods.</p> <p>Explore different interpretations of political crimes committed.</p> <p>Explore modern crimes and punishment within the 21st century.</p> <p>Present historical findings.</p>	<p>Discuss and explain the main events and changes in a period of History</p> <p>understand the different causes that led to specific events (WWII)</p> <p>use a range of sources to build evidence</p> <p>To recognise and explain the factors that made certain events historically significant. (WWII)</p> <p>To recognise and explain the factors that made The Holocaust a significant event in history</p> <p>To provide reasons to produce sources and comment on how this affects validity and reliability</p> <p>To use knowledge from sources to answer historical questions</p>	<p>Explore how multiple causes impacted upon the likelihood of change happening</p> <p>Analyse the strengths and limitations of sources presented</p> <p>Explain the beliefs, values and attitudes held at the time</p> <p>Explain societal influences at certain periods of time</p> <p>Explore a range of questions that link to change, cause, similarity, significance, and difference</p> <p>Find, explore and select own evidence to support answers to questions posed</p>

