

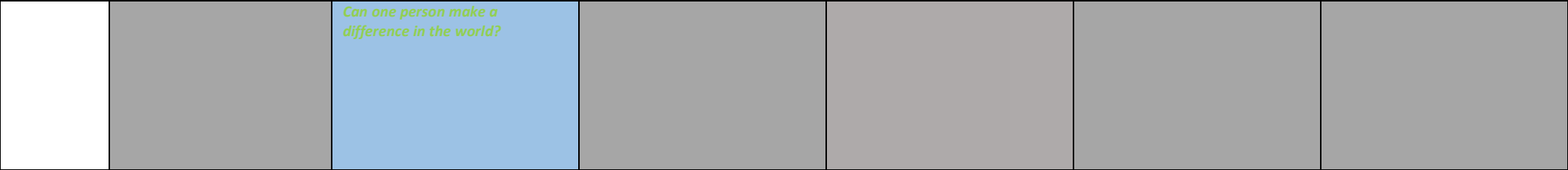
History Year group overview

These are suggested activities taken from the connected curriculum. These may be adjusted to fit with an adapted learning experience or to meet the needs of the learners.

	<u>Autumn Term 1</u>	<u>Autumn Term 2</u>	<u>Spring Term 1</u>	<u>Spring Term 2</u>	<u>Summer Term 1</u>	<u>Summer Term 2</u>
Early Years	As part of the Early Years Foundation Stage, learners have access to a range of artefacts that they can explore within their continuous provision over the course of the year. Throughout the year they have opportunities to listen to non-fiction books and stories from to develop their understanding of history.					
Year 1	<u>History</u> <ul style="list-style-type: none"> Changes within living memory: childhood and technology – toys and stories Perspectives: Cultural and Social Significant individuals: Ole Kirk Christiansen and LEGO Sources: Older relatives and children, adults, toys, colour photographs, stories set in the past, Magic Granddad programme Org and Comm: Timelines, open and closed questions, interviewing a visitor, recording an interview – sound, video, photographs, notes and drawings <p>Assembly with toys and stories shown</p> <p><i>What toys do all children play with?</i></p>				<u>History</u> <ul style="list-style-type: none"> Supplying water to the home. Clean water Significant individuals – John Snow and others 	<u>History</u> <ul style="list-style-type: none"> <i>Why did an old woman of 84 years walk 300 miles from Newlyn in Cornwall to London?</i> <p>Story of The Great Exhibition 1851</p> <p>London and the Crystal Palace, Prince Albert & Queen Victoria</p> <ul style="list-style-type: none"> <i>How could people from here go to The Great Exhibition?</i> <i>Could children like us have had a school trip to The Great Exhibition?</i>
Year 2		<u>History</u> <ul style="list-style-type: none"> What happened in London in the summer of 1666? What happened after 1666? Why should we know about the Fire of London? 	<u>History</u> <ul style="list-style-type: none"> Henry Ford Changing designs of cars 		<u>History</u> <ul style="list-style-type: none"> Significant individuals Jane Goodall and Charles Darwin 	<u>History</u> <ul style="list-style-type: none"> Significant individuals Jane Goodall and Charles Darwin

		<ul style="list-style-type: none"> Was any one person to blame for the burning of the City of London? Significant individual: Samuel Pepys, Christopher Wren Famous local people, events 				
Year 3	<u>History</u> <ul style="list-style-type: none"> Homes before electricity (<i>also link to homes without electricity today</i>) Inventors 	<u>History</u> <ul style="list-style-type: none"> Discovery of Lindow Man, the bog body How long have people lived in Britain? Where were the first towns and cities in the world? Overview of first civilisations and changes in Britain from Stone Age to Iron Age Depth study of achievements of Ancient Egypt Timelines 	<u>History</u> <ul style="list-style-type: none"> Recall learning about early civilisation and buildings Story of discovery of Tikal city site What was happening here when the Maya left their cities? What made the Mayan people leave their cities? 	<ul style="list-style-type: none"> Living memory 		<u>History</u> <ul style="list-style-type: none"> <i>Stories of new towns and model villages</i> Local old maps
Year 4		<u>History</u> <ul style="list-style-type: none"> Overview: Development of the English language from Iron Age to Norman conquest Overview of the invasions by the Roman Empire, the Anglo-Saxons, Scots and the Vikings Letter and contract from archaeology consultancy Interpretation of artefacts Depth period study: What do we need to find out? Exhibition & presentations, report, reconstructions of 	<u>History</u> <ul style="list-style-type: none"> <i>Story of Maya & Aztec chocolate and Europe</i> <i>Research – Columbus, Hernando Cortez and the missing Maya</i> <i>Interpretations of the past</i> 	<u>History/Geography</u> <ul style="list-style-type: none"> Passengers on train journeys Oral history about train journeys in the past Railway history <i>Train journeys in different places</i> 	<u>History</u> <ul style="list-style-type: none"> Captain Cook – summary Life and work of significant scientists Potatoes Honey 	

		artefacts, two-minute digital recordings of explanations				
Year 5	History <ul style="list-style-type: none"> Research the invention of plastic 	History <ul style="list-style-type: none"> What has the World Wars got to do with castles? How did life change here for people like us during World War One/Two? How did life change here for people like us during the Norman Conquest? Castle visit and follow up Why are the Norman Conquest and the World Wars called 'turning points' in our past? Why do people want to remember wars and castles? What was life like in other countries during World War One? 				History <ul style="list-style-type: none"> Personal histories of why we live here
Year 6		History <p>Has there ever been a better time to live here?</p> <p>What makes a good life?</p> <p>What do other people think about whether there has ever been a better time to live here?</p> <p>What is good about living here now?</p> <p>What do I want in my future?</p>				



Blue – in focus (central set of boxes)