

















The Leys Primary School Subject Overview for **History** - 2024-25 **Becoming a historian**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Understanding the world Explore familiar and unfamiliar roles and experiences All about me/ traditional tales		Understanding the world Explore familiar and unfamiliar roles and experiences		Understanding the world Past and present ELG	
Key Skills	I can show an interest in celebrations I can have a sense of own immediate family and relations and pets I can talk about important times for me I can talk about my experiences I can recognise special helpers in my community.		I can talk about important times for my family I can recognise and talk about similarities and differences I can talk about different celebrations I can recognise and talk about things I celebrate		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.	
Key People	Children's families /friends		Children's families /friends		Community helpers e.g. firefighters , doctors , nurses	
Key subject links	UW,CL, PSED		UW,CL, PSED		UW,CL, PSED	
Key Vocabulary	Mum, dad, grandad, granny, nanny, brother, sister, siblings		Celebration, festival , birthdays , Christmas , Diwali, Chinese New year ,Ramadan ,Easter		Modes of transport , toys from the past etc. ,past , future ,change ,long time ago	
SMSC and	self- knowledge, self esteem, self confidence /tolerance and harmony between different cultures/ respect					







British Values	Freedom to choose, acceptance of people		
Global Goals and School values	 <p>Empathy Respect Inclusivity</p>		
The Leys Pathways	<p>Explore familiar and unfamiliar roles and experiences.</p> <p>Communicate in a two way conversation.</p> <p>Understand my feelings and respond to the feelings of others.</p> <p>Solve problems independently with resilience.</p> <p>Care for myself, others and the world around me.</p>		
Year 1	<u>Travel and Transport</u>	Toys	Beside the seaside
Key Skills	<p>...most children will be able to:</p> <ul style="list-style-type: none"> • Talk and write about the differences between old and new transport. • Have an understanding of the chronology of the different points in history when various types of transport have been used and invented. 	<p>...most children will be able to:</p> <ul style="list-style-type: none"> • Identify different sources we can use to find out about the past • Ask and answer simple questions. • Compare two toys from different time periods, identifying similarities and differences. • Use words and phrases relating to the passing of 	<p>Understand changes in living memory. Accurately order events. Compare ideas from different time periods. Identify similarities and differences between ways of life in different periods. Use common words and phrases relating to the passing of time.</p>

	<ul style="list-style-type: none"> Recall some key facts about the different types of travel and transport studied and the significant people involved in inventing them. 	time.	Ask and answer questions related to an area of study.
Key People	Henry Ford George Stevenson		
Key subject links	English	DT Science- materials	Science Geography
Key Vocabulary	Travel, transport, steam engine, petrol/combustion engine, electric cars	Victorian, 20th century, 21st century, wooden, paper, plastic, metal toys, modern, the past	Victorian era, promenade, sea bathing, attractions, seaside holidays
SMSC and British Values	<p>Enable students to distinguish right from wrong and respect the civil and criminal law of England.</p> <ul style="list-style-type: none"> an understanding that the freedom to choose and hold other faiths and beliefs is protected in law; an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour 		
Global Goals and School values	  <p>Aspiration, empowerment, determination, respect</p>	   <p>Aspiration, empowerment, determination, respect</p>	   <p>Aspiration, empowerment, determination, respect</p>
The Leys Pathways	<p>Explore new experiences with confidence.</p> <p>Communicate my thoughts and feelings in a calm, verbal way</p>		



	<p>Understand how my actions impact others</p> <p>Solve problems independently with resilience in friendships and academics.</p> <p>Care for myself, others and the wider environment.</p>		
Year 2	<u>The gunpowder plot</u> <u>War and Remembrance</u>	<u>Fire of London</u>	<u>Significant explorers</u>
Key Skills	<p>The gunpowder plot ...most children will be able to:</p> <ul style="list-style-type: none"> • Show an awareness of the differences in ways of living in 1605 compared to the present. • Imagine and recreate the experiences of people involved in the Gunpowder Plot through drama, role play activities and their writing. • Talk about how the Gunpowder Plot has had an impact on national life in the present day <p>.War and Remembrance ...most children will be able to:</p> <ul style="list-style-type: none"> • explain the significance of Walter Tull in history and talk about his life; • recall key facts about the First World War and the experiences of soldiers and animals in the trenches; • use primary sources such as photographs to decide what are facts, 	<p>Children can explain how and why London was different in the 17th century.</p> <ul style="list-style-type: none"> • Children can explain and order the key events of the Great Fire of London. • Children can explain how and why the fire spread and finally stopped and what changed afterwards. • Children can explain that we know about the Great Fire because of historical sources, such as Samuel Pepys' diary and begin to understand that some sources are more helpful than others. 	<p>most children will be able to:</p> <ul style="list-style-type: none"> • order reasons (in order of importance) as to why people might be considered to be significant; • compare the ways in which we can find out about the recent past and also about explorers from long ago; • use prompts to describe the key events and achievements in the lives of the explorers studied • make some simple comparisons between explorations in the recent and more distant past; • talk about some of the ways that we remember significant explorers, discussing how sometimes views about these significant people can change over time.

	<p>what opinions can be formed from the evidence, and identify questions they have from studying them:</p> <ul style="list-style-type: none"> • explain the importance of women working on the Home Front during the First World War; • talk about the significance of Remembrance Day, when it happens and why 			
Key People	Guy Fawkes Walter Tull		Thomas Farrinor, Samuel Pepys, King Charles II	
Key subject links	Music	RE	PSHE	Art
Key Vocabulary	<p>London, plot, gunpowder, Catholic, Protestant, Guy Fawkes, James I</p> <p>Army, courage, frontline, poppy, remembrance, trenches</p>		<p>Bakery, diary, fire engine, firefighter, St Paul's Cathedral, rebuilt, River Thames, 17th Century,</p>	
SMSC and British Values	<p>democracy, the rule of law, individual liberty, and mutual respect and tolerance of others.</p>		<p>democracy, the rule of law, individual liberty, and mutual respect and tolerance of others.</p>	
Global Goals and School values	  <p>Empowerment</p>		   <p>Empowerment</p>	
				 <p>Empowerment</p>

	Empathy Respect Inclusivity Aspiration Determination	Empathy Respect Inclusivity Aspiration Determination	Empathy Respect Inclusivity Aspiration Determination
The Leys Pathways	<p>Explore new experiences with confidence.</p> <p>Communicate my thoughts and feelings in a calm, verbal way</p> <p>Understand how my actions impact others</p> <p>Solve problems independently with resilience in friendships and academics.</p> <p>Care for myself, others and the wider environment.</p>		
Year 3	<u>Egyptians</u>	<u>Local History- Life along the Thames</u>	<u>Stone Age to Iron Age</u>
Key Skills	<ul style="list-style-type: none"> 1. Egyptian time-line (Dress up like a mummy super starter) Devise Q's 4. Pyramids 5. Mummification 7. How Egyptians lived (comparison to Egypt now) 8. Artefacts 11. Tutankhamun 	<ul style="list-style-type: none"> -Develop knowledge of local history. -Use various sources of evidence to answer questions based on local history. -Research a specific event from the past linked to local history then write about it. 	<ul style="list-style-type: none"> -Understand the changes that Britain went through from the Stone Age to the Iron Age. -Develop knowledge of local History linked to the area of study above. -To develop an understanding of chronology -To make connections between a historical period and present day.
Key People	Tutankhamun		Stone Age boy
Key subject links	Art- masks	Geography-rivers	Geography-rivers
			Art- cave art IT
			DT-soap spear heads





Key Vocabulary	Egyptians, Pharaohs, mummification, canopic jar, River Nile, pyramids, tombs	London, Thames barrier, river, The tower of London	Bronze, alloy, bone marrow, earthwork, Celts, sacrifice, tribe, iron
SMSC and British Values	<p>further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;</p> <ul style="list-style-type: none"> • encourage respect for other people • an understanding that the freedom to choose and hold other faiths and beliefs is protected in law; • an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and 		
Global Goals and School values	  <p>Empowerment Empathy Respect Aspiration Determination</p>	  <p>Empowerment Empathy Respect Aspiration Determination</p>	  <p>Empowerment Empathy Respect Aspiration Determination</p>
The Leys Pathways	<p>Explore the world around me, increasing my knowledge and understanding.</p> <p>Communicate verbally confidently and in writing with increased clarity.</p> <p>Understand how my actions affect myself and others around me.</p> <p>Solve problems regarding school life independently with resilience and seek support openly.</p> <p>Care for myself, others and the wider world.</p>		

Year 4	<u>Romans</u>	<u>Anglo-Saxons</u>	<u>Vikings</u>
Key Skills	1. Locate the Roman period on a timeline 2. Understand some of the reasons the Roman Invasion was a success. 3. To know that sources about Boudicca contradict each other and to compare these. 4. Learn about life in Roman Britain, including entertainment, food and every-day existence. 5. Research Roman Gods and Goddesses 6. Learn about and create Roman pottery and jewellery.	1. Anglo-Saxon village life 7. Artefacts and daily life 8. King Alfred the Great 9. Crime and punishment (trends over time)	1. Who were the Vikings? 2. Longships 5. Homelife 6. Danegeld 9. End of the Vikings 10. Chronology of Romans, Anglos, Vikings
Key People	Boudicca, Julius Caesar	King Arthur	Viking Gods
Key subject links	Art-pottery, mosaics	DT- Anglo Saxon House	Art- Viking boat silhouette
Key Vocabulary	Caledonia, Celts, emperor, Julius Caesar, legion. Roman Empire, Picts, Iceni	Angles, christianity, Picts, Saxons, Scots, missionary, pagan, Romans	Invade, longships, Danegeld, exile, wergild, kingdom, outlawed, pagans, pillaged, raid
SMSC and British Values	further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures; <ul style="list-style-type: none"> • encourage respect for other people • an understanding that the freedom to choose and hold other faiths and beliefs is protected in law; • an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and 		

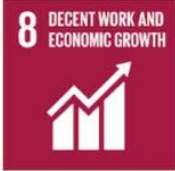







<p>Global Goals and School values</p>	 <p>Empowerment Empathy Respect Inclusivity Aspiration Determination</p>	 <p>Empowerment Empathy Respect Inclusivity Aspiration Determination</p>	 <p>Empowerment Empathy Respect Inclusivity Aspiration Determination</p>
<p>The Leys Pathways</p>	<p>Explore the world around me, increasing my knowledge and understanding.</p> <p>Communicate verbally confidently and in writing with increased clarity.</p> <p>Understand how my actions affect myself and others around me.</p> <p>Solve problems regarding school life independently with resilience and seek support openly.</p> <p>Care for myself, others and the wider world.</p>		
<p>Year 5</p>	<p><u>Crime and punishment throughout time.</u></p>	<p><u>Queen Victoria and King John</u></p>	<p><u>Ancient Greeks</u></p>
<p>Key Skills</p>	<p>(NC- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066) Mediaeval- Anglo-Saxons- Normans- Later middle ages- Early modern era- moving further through time and</p>	<p>(NC-a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- the changing power of monarchs using case</p>	<p>(NC- Ancient Greece - a study of Greek life and achievements and their influence on the western world) Ancient Greeks- Timeline, History- why are the Greeks so famous?, how did</p>

	<p>comparing to nowadays.</p> <p>Children can create a timeline of changes in crime and punishment. Creating historically valid questions. Use different historical sources to find facts and information. Research famous people around crime and punishment. Give reasons why certain punishment was used and why it has been changed.</p>	<p><i>studies such as John, Anne and Victoria)</i></p> <p>How Queen Victoria/King John changed/adapted the nation- influenced the world.</p> <p>Develop an understanding of chronology?</p> <p>Timeline of implementations Victoria/King John put in place.</p> <p>Similarities/differences between the two monarchs.</p> <p>To make connections between a historical period and present day?</p> <p>Note and contrast trends over time?</p>	<p>they live- compared to life now. What are the Key Events of the Greeks- Classical period- Invasion. What influence did they have on life now?</p>
Key People	Dick Turpin	Queen Victoria, King John	
Key subject links	English Geography	Art	English IT Art DT
Key Vocabulary	Justice system, execution, exile, rebel, trial, legacy, democracy	Reign, Monarch, rebels, Magna Carta, assassination, revolt	Culture, political, democracy, legacy, empire, citizen, ancient, civilization, city states, primary sources, secondary source
SMSC and British Values	<ul style="list-style-type: none"> • enable students to distinguish right from wrong and to respect the civil and criminal law of England; • encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of 	<ul style="list-style-type: none"> • enable students to acquire a broad general knowledge of and respect for public institutions and services in England; • encourage respect for other people; and 	<ul style="list-style-type: none"> • enable students to develop their self-knowledge, self-esteem and self-confidence; • enable students to distinguish right from wrong and to respect the civil and criminal law of England;

	<p>those living and working in the locality of the school and to society more widely;</p> <ul style="list-style-type: none"> • enable students to acquire a broad general knowledge of and respect for public institutions and services in England; • further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures; • encourage respect for other people; and • encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England. The list below describes the understanding and knowledge expected of pupils as a result <p>- an understanding of how citizens can influence decision-making through the democratic process;</p> <ul style="list-style-type: none"> • an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety; • enable students to acquire a broad general knowledge of and respect for public institutions and services in England; • encourage respect for other people; 	<ul style="list-style-type: none"> • encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England. The list below describes the understanding and knowledge expected of pupils as a result <p>- an understanding of how citizens can influence decision-making through the democratic process;</p> <ul style="list-style-type: none"> • an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety; • an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence; - an understanding of the importance of identifying and combatting discrimination. 	<ul style="list-style-type: none"> • enable students to acquire a broad general knowledge of and respect for public institutions and services in England; • encourage respect for other people; and • encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England. The list below describes the understanding and knowledge expected of pupils as a result <p>- an understanding of how citizens can influence decision-making through the democratic process;</p> <ul style="list-style-type: none"> • an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety; • an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence; • an understanding that the freedom to choose and hold other faiths and beliefs is protected in law; • an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and - an understanding of the importance of identifying and combatting discrimination.
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<p>Global Goals and School values</p>	 <p>Determination Empathy</p>	  <p>Aspiration Empathy</p>	 <p>Aspiration Empathy</p>
<p>The Leys Pathways</p>	<p>Explore and challenge my learning in order to promote independence and resilience.</p> <p>Communicate clearly and confidently both verbally and in writing.</p> <p>Understand my strengths and areas for development within our school community.</p> <p>Solve a wide range of problems across the curriculum, both independently and collectively as a team.</p> <p>Care and understand how to promote the physical and mental well-being of myself and others and the world we live in.</p>		
<p>Year 6</p>	<p>World War II</p>	<p>Who were the Maya? Who discovered them?</p>	<p>How has medicine changed from the days of prehistoric civilisations and witch doctors, to the NHS and modern medical discoveries)</p>
<p>Key Skills</p>	<p>Learn even where and when the Second World War took place, what life was like for children in WW2 and how Britain defended itself from attack.</p> <ul style="list-style-type: none"> - What was WWII and where did it take place? 	<ul style="list-style-type: none"> - Maya religion and culture - Maya number system - Maya writing (hieroglyphics) - Maya food (and agriculture - link and compare to Aztec Civilisation) - Maya & Aztec Masks (create our own masks using modroc - link with DT) 	<ul style="list-style-type: none"> - medical practices of prehistoric civilisations and Ancient Egyptians. - Roman attitude towards medicine and how influenced by the Greeks. - Mediaeval medicine and the events during the Black Plague. - medical practices of Tudor period.

	<ul style="list-style-type: none"> - Propaganda - What was it, and how was it used in the war? - The Blitz (what is was and areas affected) - Life for children during the war - Life for evacuees during the war - Rationing - what was it and how did it affect lives and communities? - Anne Frank: How did Jewish children experience the war? - How did the war affect everyday lives? 			<ul style="list-style-type: none"> - medical advancements during the Victorian period. - Explore medicine in 20th and 21st century 	
Key People	Anne Frank, Hitler		The Mayan people		Florence Nightingale
Key subject links	DT	English	Maya & Aztec Masks (create our own masks using modroc - link with DT) PE, Art		GR, Geography Science
Key Vocabulary	Allies, Nazi party, atomic bomb, axia, annex, Czechoslovakia, propaganda, active service, rationing, evacuation		Civilisation, drought, ritual, codices, scribes, jaguar, maize, cacao beans		Prehistoric civilisations, mediaeval medicine, Black Plague, Tudor, Victorian period, 20th and 21st century
SMSC and British Values	<ul style="list-style-type: none"> • enable students to distinguish right from wrong and to respect the civil and criminal law of England; • encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely; • further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures; • encourage respect for other people; and 		<ul style="list-style-type: none"> • enable students to develop their self-knowledge, self-esteem and self-confidence; • further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures; • encourage respect for other people - an understanding of how citizens can influence decision-making through the democratic process; • an understanding that the freedom to choose and hold other faiths and beliefs is protected in law; 		<ul style="list-style-type: none"> • enable students to develop their self-knowledge, self-esteem and self-confidence; • enable students to distinguish right from wrong and to respect the civil and criminal law of England; • enable students to acquire a broad general knowledge of and respect for public institutions and services in England; • further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures; • encourage respect for other people; and

	<ul style="list-style-type: none"> • encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England. The list below describes the understanding and knowledge expected of pupils as a result - an understanding of how citizens can influence decision-making through the democratic process; • an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence; • an understanding that the freedom to choose and hold other faiths and beliefs is protected in law; • an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; 	<ul style="list-style-type: none"> • an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and - an understanding of the importance of identifying and combating discrimination. 	<ul style="list-style-type: none"> • encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England. The list below describes the understanding and knowledge expected of pupils as a result - an understanding of how citizens can influence decision-making through the democratic process; • an understanding that the freedom to choose and hold other faiths and beliefs is protected in law; • an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and - an understanding of the importance of identifying and combating discrimination.
<p>Global Goals and School values</p>	  <p>Empowerment Empathy Respect Inclusivity Aspiration Determination</p>	   <p>Empowerment Empathy Respect Inclusivity Aspiration Determination</p>	   <p>Empowerment Empathy Respect Inclusivity Aspiration Determination</p>

The Leys Pathways	<p>Explore and challenge my learning in order to promote independence and resilience.</p> <p>Communicate clearly and confidently both verbally and in writing.</p> <p>Understand my strengths and areas for development within our school community.</p> <p>Solve a wide range of problems across the curriculum, both independently and collectively as a team.</p> <p>Care and understand how to promote the physical and mental well-being of myself and others and the world we live in.</p>
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Ensure you consider - diversity, gender, age, recent/old etc of key people, include whole school theme weeks e.g. STEAM, Healthy Living and enough detail to support an ECT, Check this with current year group staff before sending to AB and requesting Steve to post on the website at the end of the Summer term.

SMSC - Through their provision of SMSC, schools should:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and

- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England. The list below describes the understanding and knowledge expected of pupils as a result

British Values - By promoting these children should develop

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

Global Goals

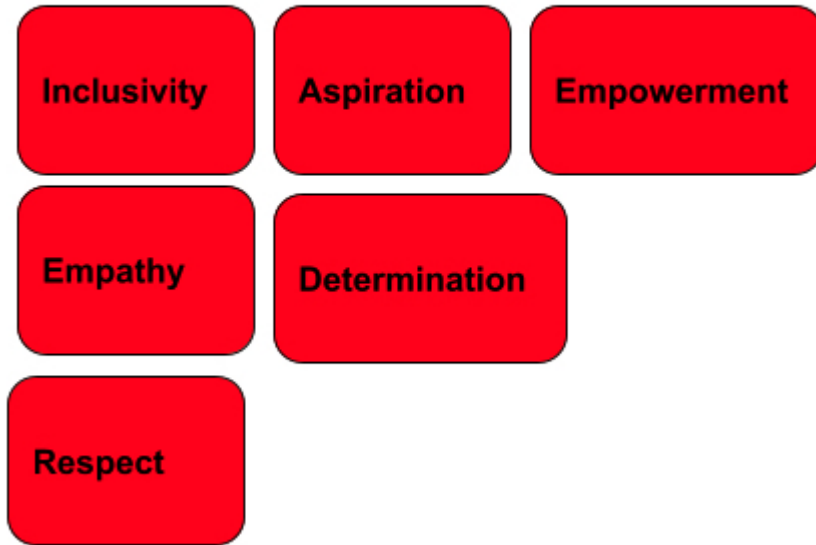
THE GLOBAL GOALS

For Sustainable Development



School Values

VALUES



School Pathways

- Explore
- Communicate
- Understand
- Solve
- Care

EYFS

Explore familiar and unfamiliar roles and experiences.

Communicate in a two way conversation.

Understand my feelings and respond to the feelings of others.

Solve problems independently with resilience.

Care for myself, others and the world around me.

KS1

Explore new experiences with confidence.

Communicate my thoughts and feelings in a calm, verbal way

Understand how my actions impact others

Solve problems independently with resilience in friendships and academics.

Care for myself, others and the wider environment.

LKS2

Explore the world around me, increasing my knowledge and understanding.

Communicate verbally confidently and in writing with increased clarity.

Understand how my actions affect myself and others around me.

Solve problems regarding school life independently with resilience and seek support openly.

Care for myself, others and the wider world.

UKS2

Explore and challenge my learning in order to promote independence and resilience.

Communicate clearly and confidently both verbally and in writing.

Understand my strengths and areas for development within our school community.

Solve a wide range of problems across the curriculum, both independently and collectively as a team.

Care and understand how to promote the physical and mental well-being of myself and others and the world we live in.